DOCUMENT RESUME

ED 123 375 CE 007 111

AUTHOR Roper, Orson B.
TITLE Philosophical and Personality Characteristics of Teachers of Adults.
PUB DATE 8 Apr 76
NOTE 30p.; Paper presented at the Adult Education Research Conference (Toronto, Ontario, April 8, 1976)

EDRS PRICE MF-$0.83 HC-$2.06 Plus Postage.
DESCRIPTORS Adult Education; *Adult Educators; *Educational Philosophy; *Educational Research; Effective Teaching; Higher Education; *Individual Characteristics; Personality; Personality Tests; *Success Factors; Teacher Evaluation; Teaching Styles
IDENTIFIERS Cattells 16 Personality Factors Test; Kreitlows Check List (3 Educational Philosophies); Utah

ABSTRACT

The study examines the relationship between successful adult teaching and philosophical and personality characteristics as measured by Kreitlow's Check List Distinguishing Among Three Philosophies of Education and Cattell's 16 Personality Factors Questionnaire. The population consisted of 598 teachers of college credit courses to adults in Utah. On the basis of administrator's evaluations 163 "unsuccessful" and 189 "successful" teachers were identified; of these, 75 were randomly selected from each group. Of the three educational philosophies identified in Kreitlow's Check List (progressive, academic, and community) the respondents as individual groups and as a combined total sample agreed with the community philosophy. On Cattell's questionnaire the "successful" teachers were more intelligent and abstract-thinking, more venturesome and socially bold, more tender-minded and sensitive, more experimentally-oriented, more emotionally stable, more forthright and unpretentious, more self-sufficient and resourceful, and older and more experienced. (JR)

****
* Documents acquired by ERIC include many informal unpublished *
* materials not available from other sources. ERIC makes every effort *
* to obtain the best copy available. Nevertheless, items of marginal *
* reproducibility are often encountered and this affects the quality *
* of the microfiche and hardcopy reproductions ERIC makes available *
* via the ERIC Document Reproduction Service (EDRS). EDRS is not *
* responsible for the quality of the original document. Reproductions *
* supplied by EDRS are the best that can be made from the original. *
****

ED123375

PHILOSOPHICAL AND PERSONALITY CHARACTERISTICS OF TEACHERS OF ADULTS

presented by
Orson B. Roper, Ed. D.
Brigham Young University
Provo, Utah

at the
Adult Education Research Conference
Toronto, Canada
April 8, 1976

CE 007 111

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

PHILOSOPHICAL AND PERSONALITY CHARACTERISTICS OF TEACHERS OF ADULTS

This study was an attempt to provide a profile and identify differences in educational philosophies and personality traits of teachers of adults. The ultimate success of an adult education program requires an administration and a faculty who are competent and responsible in their professional areas; who are sensitive to adult programs; and who are capable of adjusting to change. A major challenge to the adult education practitioner is to secure quality instructors to teach adults.

Modern practices of adult education require a drastic redefinition of the role of the teacher in the learning-teaching relationship. The teacher can no longer see his role as primarily that of a conveyor of knowledge and skills. His role is now defined as a facilitator and resource to the process of self-directed inquiry by the learner. He must not only have the knowledge, but must also be a successful practitioner of his subject or skill. He must likewise have an attitude of understanding toward people. Furthermore, he must have such traits of personality as friendliness, humor, humility, and interest in people that make for effectiveness in leading adults.

ED07114

Abilities to effectively communicate, to motivate, and to project genuine understanding of the adult learner are qualities of vital importance to successful adult teaching. There are those teachers of adults who possess such qualities and are effective and successful. There are those who, although proficient in knowledge, lack these philosophical and personality traits and are mere subject matter transmitters.

There is evidence of philosophical and personality characteristics among adult teachers which contributes to successful teaching. Identification of these characteristics would contribute to the administrative task of teacher selection. Too often, a teacher is identified as not suitable to do the job only when students do not re-register for his class.

Much concern is expressed regarding meeting the needs of the adult learner. Well lighted classrooms, arrangement of chairs, or the use of tables and chairs, a relaxed atmosphere for maximum interchange of ideas - and on and on. There is no argument as to the importance of conducive conditions for a successful experience for the adult learner. However, could it be possible that we may be assuming too much when we select our teachers. The investigator submits that perhaps, in too many cases we operate in this area much like the man who bought a prize horse. Being very proud of his newly acquired animal, he built a fine barn to stable him and spent a sizeable amount for the animal's comfort. Then, suddenly realizing he had spent far beyond his means for the horse's comfort, he decided to economize by training his horse to live

without food. Each day he provided his prize animal with less and less food and just when he had him trained completely, the horse died.

It was the desire of the investigator that the results of this study would stimulate additional interest in the area of teacher excellence. Hopefully, this study would serve as a starting point to be built upon to develop a complete profile of the characteristics of highly competent teachers of adults.

The purpose of this study was to determine whether a relationship between philosophical and personality characteristics, as measured by Kreitlow's Check List Distinguishing Among Three Philosophies of Education and Cattell's Sixteen Personality Factors Questionnaire, and successful adult teaching existed.

The objectives of the study were:

1. To identify the educational philosophies of adult teachers, as measured by Kreitlow's Check List.
2. To identify the personality characteristics of the teachers as measured by the Sixteen Personality Factors Questionnaire.
3. To determine if there was a significant relationship between philosophy and personality traits among adult teachers.
4. To determine if there was a significant difference between philosophy and personality factors of teachers rated more successful and those rated less successful.

5. To relate variables of age and years of experience in teaching adults to the philosophical and personality factors of the two teacher groups.

The population for this study consisted of 598 teachers of adults in the State of Utah. It was limited to those who were teaching college credit courses to adults. Names and addresses were provided by deans and directors of continuing education divisions at Utah State University, University of Utah, Brigham Young University, and Weber State College. These four colleges and universities were the major institutions in the State and each had an extensive adult education program.

The population was grouped through administrative evaluation. Administrators ranked their teachers on a Likert-type scale, using a six point spread. An evaluative ranking of one represented the least successful teachers - those who appeared to merely do the job with minimum effort and interest. A ranking of six represented the highly motivated teachers who possessed the desired qualities for success in an adult classroom setting. A rating of two, three, four, and five represented an evaluation between the least successful and the most successful teachers.

This evaluation was based upon the program administrator's personal knowledge of his teaching staff. Student evaluations conducted by the administrative office were also used as an evaluative tool.

In the population of 598 teachers, there were 163 ranked as one and two; 246 ranked as three and four; and 189 ranked as five and six. Ratings three and four, containing the largest group of teachers, were eliminated from the study. This group was considered

as being mid-point or average in teaching ability and success. Due to this group being in the "gray area" on the evaluation scale, they were not used.

By random sample, seventy-five teachers were selected from each of the two remaining groups - those rated one and two and those rated five and six. This sample was approximately forty per cent of the complete population. Throughout the study, teachers rated one and two were designated as Group I. Those rated as five and six were designated as Group II.

This study was descriptive in nature and was structured as a compared-groups design.

Three instruments were employed in this study: A Check List Distinguishing Among Three Philosophies of Education, The Sixteen Personality Factors Questionnaire (Form D), and a Biographical Check List.

A Check List Distinguishing Among Three Philosophies of Education.

This instrument was selected because it was applicable to the philosophies of adult education. Dr. Burton W. Kreitlow, professor of adult education at the University of Wisconsin, developed this instrument and reported on its wide scale use with rural school teachers in Wisconsin, Iowa, and Indiana. (Kreitlow, 1964).

Kreitlow's Check List distinguishes among the academic, progressive and community philosophies of education. Items which make up this instrument were chosen from a universe of educational philosophies and are recognized as representative of these three philosophies.

Progressive Philosophy. A brief description of the philosophies identified in this instrument revealed that progressive philosophy holds that there is no fixed reality. Reality is experience and experience is dynamic. Dewey emphasized that learning through worthwhile experience was of major importance and that progressivism was built upon the "of, by, and for experience." (Dewey, 1938).

Academic Philosophy. Academic philosophy is held by traditionalists who claim that the world is governed by unimpeachable and predetermined order. Reality is determined by a universal law which is an extension of natural and spiritual law. There is a pre-existent and cosmic source of truth. True ideas represent the situation correctly; therefore, truth is the agreement of statement of fact.

Community Philosophy. The idea that the community concept represents the ultimate in educational philosophical approach is held by many writers. Three generalizations which form a basis of the community approach are: (1) permeation: a commitment to community services and sensitivity to community problems and potentials should permeate all areas of education; (2) penetration: educational programs should be on the "cutting edge" through which community life is enriched and attempts should be made to meet the "now" needs of the people it serves; and (3) education: such services are legitimate only to the extent that they are an extension or expansion of educational resources directed toward the social, economic, cultural, and civic needs of the community. Values are not fixed, absolute, or final.

While these three philosophies do not necessarily represent the ultimate or the last word in the adult education setting, they do represent philosophies held by administrators and practitioners in the field.

Based on Kreitlow's original studies, the rating of "one" indicated full agreement; "two" indicated partial agreement; "three" was neutral; "four" indicated partial disagreement; and "five" indicated complete disagreement. This instrument is designed to obtain scores on eight items indicative of three identifiable philosophies - academic, progressive, and community.

Mean scores were computed for each of the three philosophies for Group I and Group II teachers. These scores were interpreted in accordance with the following suggestions for scoring the check list:

1. A total score of eight (8) indicated complete agreement with all items in that particular category.
2. A total score of sixteen (16) indicated partial agreement with that particular philosophy.
3. A total score of twenty-four (24) indicated neutrality.
4. A total score of thirty-two (32) indicated partial disagreement to that particular philosophy.
5. A total score of forty (40) indicated complete disagreement with all items in a category.

It was recognized that a scale of this type allowed for the tendency for a person to be conservative or liberal in his response.

Table I

Mean Score Range Delineation for
Scoring the Checklist Distinguishing
Between Three Philosophies of Education

Score Range	Interpretation
8-11	Full Agreement
12-19	Partial Agreement
20-28	Neutral
29-35	Partial Disagreement
36-40	Complete Disagreement

It was also recognized that individuals may interpret "full agreement" or "complete disagreement" differently. However, these factors did not minimize the usefulness of the ratings. It was the relationship among all the scores which was more significant than that a given score was unusually high or low.

Mean scores of combined total sample showed that respondents placed the academic philosophy (with a mean score of 22.81) in the range of neutrality. The progressive philosophy (mean 16.72) was about mid-point between the range of partial agreement and neutrality. The mean score of the community philosophy (14.35) fell in the partial agreement range.

A comparison of mean scores for each philosophy showed that the lowest score was obtained for the community philosophy. This showed that, as individual groups (I and II) and a combined total sample, the respondents were in most agreement with the community philosophy of education. There were significant differences at the .05 level between responses to the three philosophies. Response by the entire sample showed statistically that the community philosophy was most favored, followed by progressive, with academic philosophy least favored.

Sixteen Personality Factors Questionnaire (Form D)

The Sixteen Personality Factors Questionnaire was designed by Cattell (1962) and his associates at the Institute for Personality and Ability Testing (IPAT). This instrument was chosen because it

Table 2

Mean Scores of Academic, Progressive, and Community Philosophies by Group

Philosophy	Group I Mean	SD	t	p	Group II Mean	SD	t	p
Academic	21.59	6.34	1.55	N.S.	23.51	5.01	1.46	N.S.
Progressive	16.84	4.81	.31	N.S.	16.66	3.53	.23	N.S.
Community	14.31	4.55	.06	N.S.	14.36	3.64	.12	N.S.

Level of Significance - .05
Significant t value - 1.66

Table 3

Comparative Mean Responses Between Academic, Progressive, and Community Philosophies of the Total Sample

Philosophies Compared	Mean	SD	t	p
Academic vs Community	22.81	5.58	11.51	.05
Progressive vs Academic	16.72	4.02	8.24	.05
Community vs Progressive	14.35	3.98	3.92	.05

Level of Significance - .05
Significant t value - 1.98
df = 86

can be self-administered and was designed to measure characteristics without the subject being threatened by the wording of the items. The sixteen personality factors in the test were also relatively independent of each other.

Table 4 presents a profile sheet and provides a brief description of the sixteen factors found in the questionnaire. Visual observation of the plotted profiles shows that both groups scored closely to the national norms of 4+ to 6+ range. This establishes the fact that the overall sample fit within the average ranges of the national norms and results were neither extremely high or low.

Table 4 represents the mean scores for each factor of the Group I (lower success rated), and Group II (high success rated) teachers. Based on the national norm sten score, 5.5 is neutral or the midpoint of the profile average. Using this figure as a midpoint, the combined sample profile in this study tended to be:

Factor A - more reserved than outgoing

Factor B - higher scholastic mental capacity

Factor C - more emotionally stable than affected by feelings

Factor E - more humble than assertive

Factor F - more serious than happy-go-lucky

Factor G - slightly more conscientious than expedient

Factor H - more venturesome than shy

Factor I - more tender-minded than tough-minded

Factor L - more trusting than suspicious

Factor M - more imaginative than practical

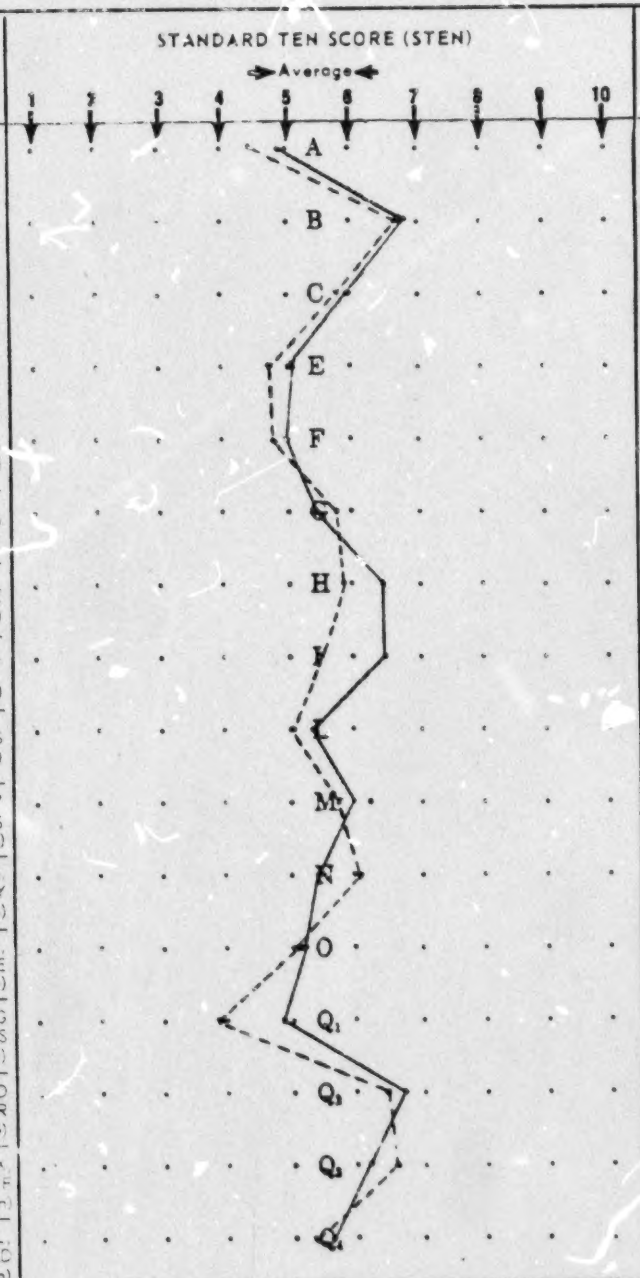
IPAT

Key: Group I ------
Group II ——————

Table 4
16 PF TEST PROFILE

FACTOR	Raw Score Form A C E	Raw Score Form B D	Raw Score Total	Standard Score	LOW SCORE DESCRIPTION	HIGH SCORE DESCRIPTION
A					**RESERVED**, DETACHED, CRITICAL, ALOOF, STIFF (Sizothymia)	**OUTGOING**, WARMHEARTED, EASY GOING, PARTICIPATING (Affectothymia)
B					**LESS INTELLIGENT**, CONCRETE-THINKING (Lower scholastic mental capacity)	**MORE INTELLIGENT**, ABSTRACT-THINKING, BRIGHT (Higher scholastic mental capacity)
C					**AFFECTED BY FEELINGS**, EMOTIONALLY LESS STABLE, EASILY UPSET CHANGEABLE (Lower ego strength)	**EMOTIONALLY STABLE**, MATURE, FACES REALITY, CALM (Higher ego strength)
E					**HUMBLE**, MILD, EASILY LED, DOCILE, ACCOMMODATING (Submissiveness)	**ASSERTIVE**, AGGRESSIVE, STUBBORN, COMPETITIVE (Dominance)
F					**SOBER**, TACITURN, SERIOUS (Desurgency)	**HAPPY-GO-LUCKY**, ENTHUSIASTIC (Surgency)
G					**EXPEDIENT**, DISREGARDS RULES (Weaker superego strength)	**CONSCIENTIOUS**, PERSISTENT, MORALISTIC, STAID (Stronger superego strength)
H					**SHY**, TIMID, THREAT-SENSITIVE (Threctia)	**VENTURESOME**, UNINHIBITED, SOCIALLY BOLD (Parmia)
I					**TOUGH-MINDED**, SELF-RELIANT, REALISTIC (Harria)	**TENDER-MINDED**, SENSITIVE, CLINGING, OVERPROTECTED (Premsia)
L					**TRUSTING**, ACCEPTING CONDITIONS (Alaxia)	**SUSPICIOUS**, HARD TO FOOL (Protension)
M					**PRACTICAL**, "DOWN-TO-EARTH" CONCERNS (Praxernia)	**IMAGINATIVE**, BOHEMIAN, ABSENT-MINDED (Autia)
N					**FORTHRIGHT**, UNPRETENTIOUS, GENUINE BUT SOCIALLY CLUMSY (Artlessness)	**ASTUTE**, POLISHED, SOCIALLY AWARE (Shrewdness)
O					**SELF-ASSURED**, PLACID, SECURE, COMPLACENT, SERENE (Untroubled adequacy)	**APPREHENSIVE**, SELF-REPROACHING, INSECURE, WORRYING, TROUBLED (Guilt proneness)
Q_1					**CONSERVATIVE**, RESPECTING TRADITIONAL IDEAS (Conservatism of temperament)	**EXPERIMENTING**, LIBERAL, FREE-THINKING (Radicalism)
Q_2					**GROUP-DEPENDENT**, A "JOINER" AND SOUND FOLLOWER (Group adherence)	**SELF-SUFFICIENT**, RESOURCEFUL, PREFERS OWN DECISIONS (Self-sufficiency)
Q_3					**UNDISCIPLINED SELF-CONFLICT**, LAX, FOLLOWS OWN URGES, CARELESS OF SOCIAL RULES (Low integration)	**CONTROLLED**, EXACTING WILLPOWER, SOCIALLY PRECISE, COMPULSIVE (High strength of self-sentiment)
Q_4					**RELAXED**, TRANQUIL, UNFRUSTRATED, COMPOSED (Low ergic tension)	**TENSE**, FRUSTRATED, DRIVEN, OVERWROUGHT (High ergic tension)

STANDARD TEN SCORE (STEN)



A sten of	1	2	3	4	5	6	7	8	9	10	is obtained
by about	2.3%	4.4%	9.2%	15.0%	19.1%	19.1%	15.0%	9.2%	4.4%	2.3%	of adults

Name: _____

Comments:

15

Copyright © 1956, 1973 by the Institute for Personality and Ability Testing, 1602 Coronado Drive, Champaign, Illinois. All property rights reserved. Printed in U.S.A.

Factor N - slightly more shrewd than forthright

Factor O - more self-assured than apprehensive

Factor Q_1 - more conservative than experimental

Factor Q_2 - more self-sufficient than group-dependent

Factor Q_3 - more controlled than undisciplined

Factor Q_4 - slightly more tense than relaxed

The two groups of teachers were more alike than different in the results of the questionnaire. There were, however, three factors which were significantly different at the .05 level. They were factors I, N, and Q_1.

Factor I - Tough-minded versus Tender-minded.

Group I (low success rated) teachers scored lower in this area which deals with being independent and responsible, but skeptical of subjective, cultural elaborations. Lower scoring people are sometimes unmoved, hard, cynical, smug, and operate on a "no-nonsense" basis.

Group II (high success rated) teachers scored significantly higher in this variable. Persons scoring high on this factor tend to be fastidious, artistic, and sensitive. They dislike crude people and rough occupations and are more fussy.

Factor N - Forthright versus Shrewd. Group I (low success rated) teachers scored higher on this variable, indicating they were more polished, experienced, worldly, and shrewd. Persons scoring high on this factor are often hardheaded and analytical. They have an intellectual, unsentimental approach to situations, an approach akin to cynicism.

Group II (high success rated) teachers scored significantly lower on this factor which describes this group as being more unsophisticated, sentimental and simple. They are more natural and spontaneous.

Factor Q_1 - Conservative versus Experimenting. Group I teachers scored lower on this variable. Persons scoring low on this factor are confident in what they have been taught to believe, and accept the "tried and true," despite inconsistencies, even when something else might be better. They are cautious and compromising in regard to new ideas. Thus, they tend to oppose and postpone change, are inclined to go along with tradition, are more conservative in religion and politics, and tend not to be interested in analytical "intellectual" thought.

Group II scored significantly higher on this factor. Persons scoring high tend to be interested in intellectual matters and have doubts on fundamental issues. They are skeptical and inquiring regarding ideas, either old or new. They tend to be more well informed, less inclined to moralize, more inclined to experiment with life generally, and more tolerant of inconveniences and change (Cattell, 1969).

Differences between Group I (low rated success) and Group II (high rated success) showed that the more highly successful teachers do possess significant qualities which are accepted by modern adult education practitioners. Such distinguishing factors as more sensitive, less smug and cynical, more sentimental, natural and spontaneous, doubts on fundamental issues, inquiring, more

well informed, more inclined to experiment with life, and more tolerant of change are favorable qualities. Adult education literature is strongly oriented in favor of these qualities as essentials to effective adult teaching.

Effect and Interaction of Selected Variables

Another purpose of this study was to describe differences between the two groups of teachers and specific variables. Two variables were selected - age and years of experience in teaching adults. Through the statistical model of MAD (Modified Abbreviated Doolittle) method, an analysis of variance was run on data obtained in the Sixteen Personality Factors Questionnaire and the Check List Distinguishing Among Three Philosophies of Education. The MAD method is a statistical routine which has been developed by the Statistics Department at Brigham Young University. This method is a generalized analysis program capable of analyzing unbalanced (and balanced) univariate and multivariate analysis of variance. A univariate analysis of variance was used to analyze the effect of age and years of adult teaching experience on the dependent variables.

A frequency distribution, expressed in percentages, as presented in Table 5, showed that fifty per cent of the low success rated teachers (Group I) were in the twenty-five to thirty-four age range. In the high success rated teachers (Group II), thirty-nine per cent fell into this age range. On the other end of the continuum, twenty-two per cent of the Group I (low success rated)

Table 5

Frequency Distribution of Age Ranges
of Group I and Group II
Expressed in Per Cent

Age Range	Group I (Per Cent)	Group II (Per Cent)
25-29	25	16
30-34	25	23
35-39	9	13
40-44	19	13
45-49	9	15
50-54	9	15
Over 54	4	5

sample were forty-five years or over, whereas Group II (high success rated) had thirty-five per cent in the forty-five or older age range.

A similar conversion based on years of adult teaching experience was presented in Table 6. Percentage figures for Group I showed forty-one per cent of the sample had less than four years experience. Group II had twenty-seven per cent of the sample with less than four years experience. A comparison of over ten years experience showed twenty-seven per cent of Group I and forty-six per cent of Group II in this range.

The sixteen factors were tested as dependent variables, with compared groups, age ranges, years of teaching experience, as independent variables.

The analysis of variance produced a significant difference among five of the sixteen personality factors.

1. Factor B - Less Intelligent vs More Intelligent. A comparison of Group I and Group II adjusted for age and teaching experience produced sten mean scores of 6.84 and 6.87. Group I age and teaching experience were skewed to the left, with younger age means and fewer years of teaching experience. Group II means ages and years of teaching experience were skewed to the right, with considerably more years of teaching experience and age. Due to these facts, Group II was expected to produce a higher intelligence factor, according to the MAD model. Because the two groups scored about the same, a significant difference was produced. Graph 1 plots these findings.

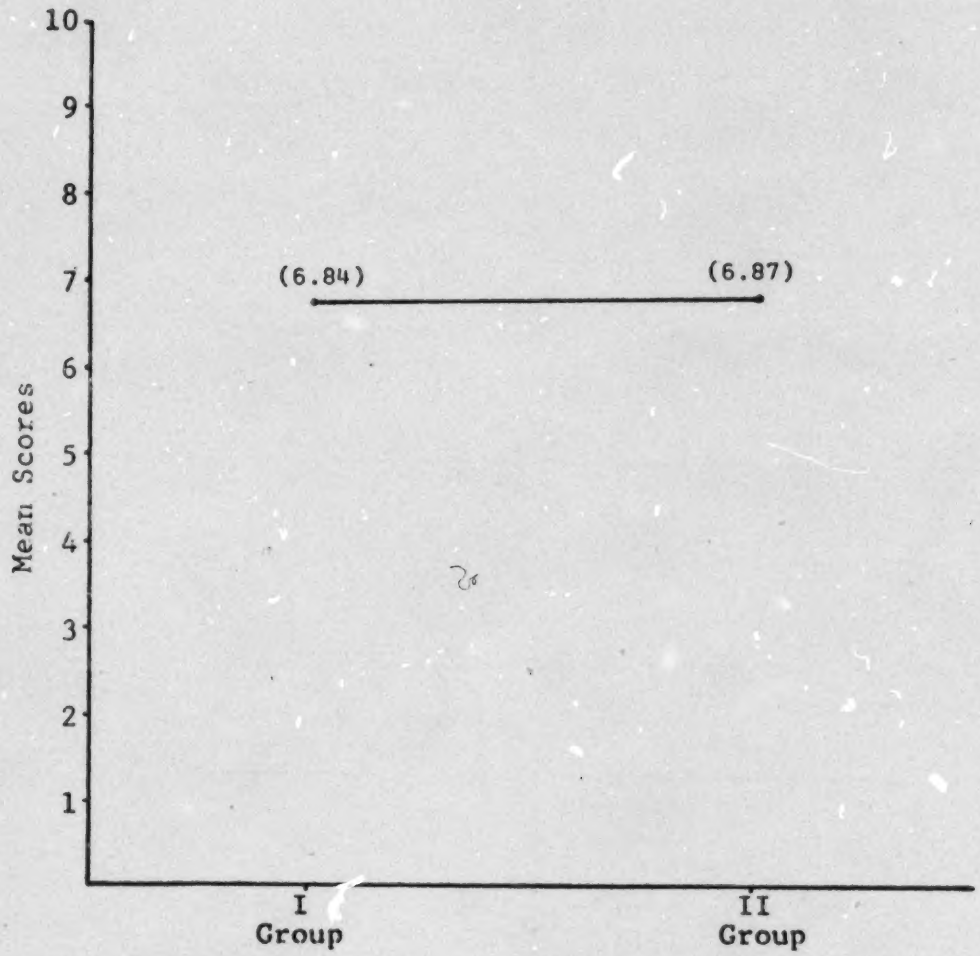
Table 6

Frequency Distribution of Years of Adult Teaching Experience of Group I and Group II, Expressed in Per Cent

Years of Experience	Group I (Per Cent)	Group II (Per Cent)
1-4	41	27
5-9	32	27
10-14	21	20
Over 14	6	26

Graph 1

Significant MAD Contrasts Between Groups in Factor B (Intelligence) on the Sixteen Personality Factor Test



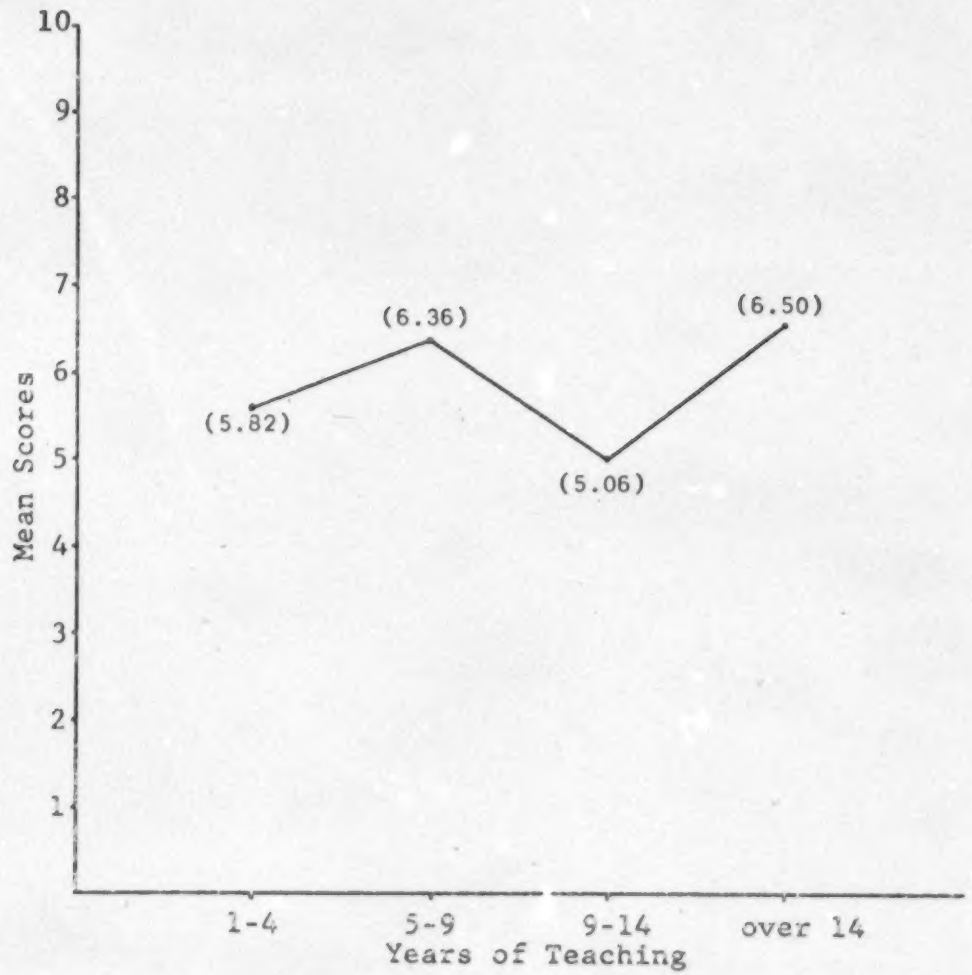
2. Factor C - Affected by Feelings vs Emotionally Stable. When the variable of teaching experience was introduced, a significant difference was produced. This variable was measured on the entire sample and the statistical model expected the teachers to become progressively more emotionally stable. Analysis of the data indicates that this was not the case with this sample. As Graph 2 shows, the sample started out at an emotional stability sten mean score of 5.82. Neutral point by national norms was 5.5. In the five to nine years of adult teaching experience, stability increased. In the ten to fourteen years of experience the mean dropped, indicating a move toward emotional instability. Over fourteen years of experience produced another significant move back toward stability.

3. Factor F - Sober vs Happy-go-lucky. An interaction between age ranges and groups produced a significant difference at the .05 level. As Graph 4 shows, age range forty to forty-four years of age produced a highly significant difference in being more sober, serious-minded.

4. Factor I - Tough-Minded vs Tender-Minded. Group I teachers were significantly more tough-minded and no-nonsense oriented. The two-way interaction between age range and group produced a significant difference also. Group I age range thirty-five to thirty-nine showed an unusually high reversal reaction from tough-minded to very tender-minded, over-protection. Then forty to forty-four age range dropped back to the tough-minded attitude. This may indicate an attempt to over-compensate for a

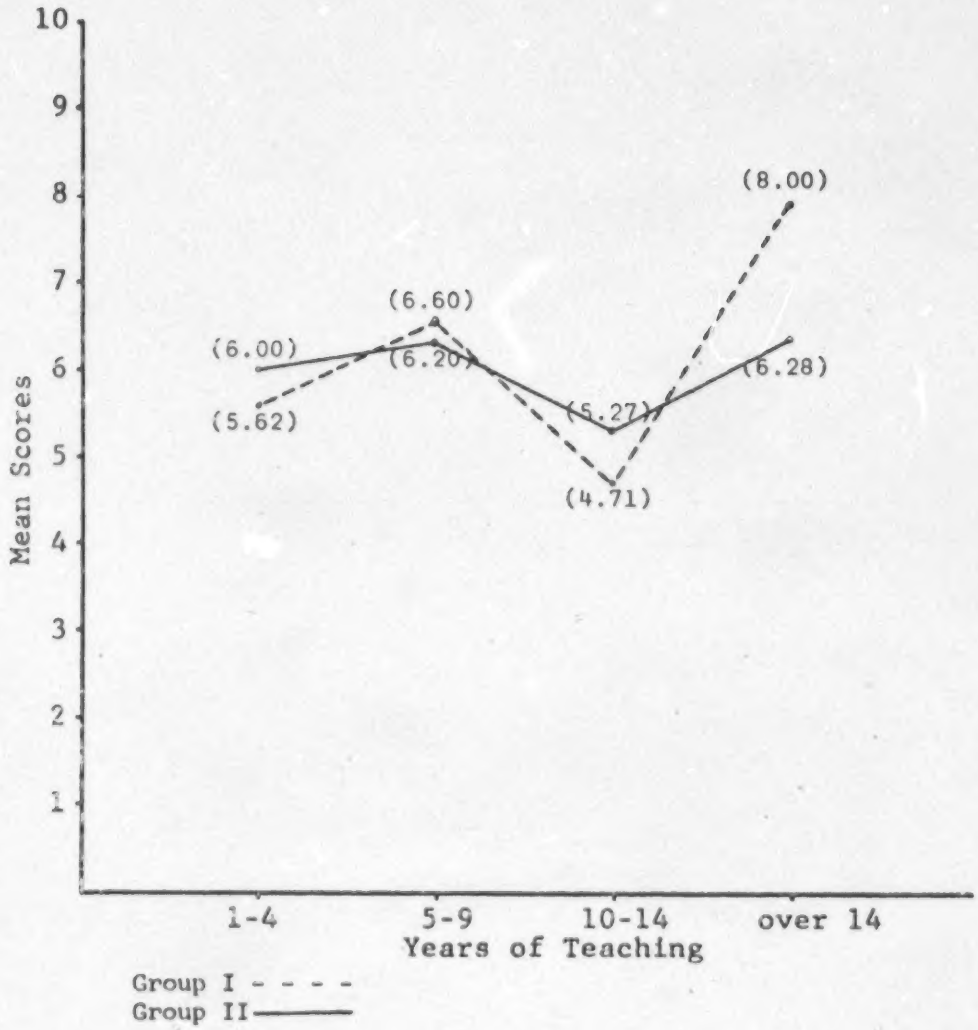
Graph 2

Significant MAD Contrasts Between Years of Teaching Experience Variable in Factor C (Emotional Stability) on the Sixteen Personality Factor Test



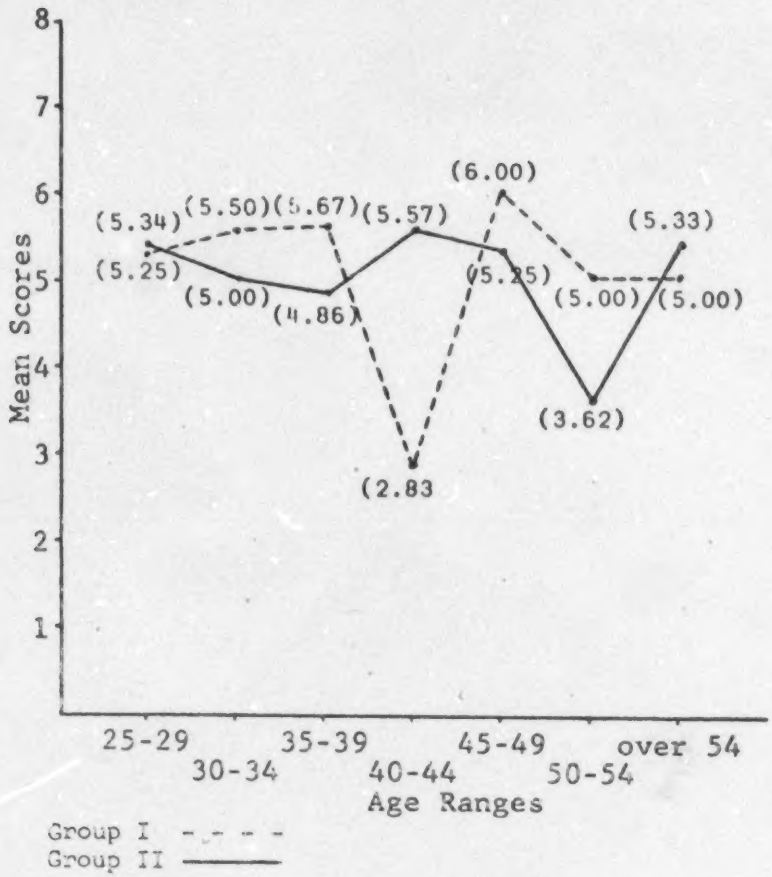
Graph 3

Significant MAD Two-Way Interaction Between Group and Age Range in Factor F (Sober versus Happy-go-lucky) on the Sixteen Personality Factor Test



Graph 4

Significant MAD Two-Way Interaction Between Group and Age Range in Factor F (Sober versus Happy-go-lucky) on the Sixteen Personality Factor Test



tough, no-nonsense attitude. Graph 5 shows a parallel on this factor, with Group II being the more tender-minded, sensitive group. The exception of the thirty-five to thirty-nine age range reaction is vividly expressed in the graph.

5. Factor Q_1 - Conservative vs Experimenting. When the variable of years of teaching experience was introduced on the entire sample, an over-all trend was evident. The over-all trend started with those with one to four years of teaching experience who were conservative oriented and progressed toward free-thinking, analytical, experimenting in teaching approach. However, a significant difference was produced due to the progression toward experimenting occurred with a regression shift, as graphically shown in Graph 6.

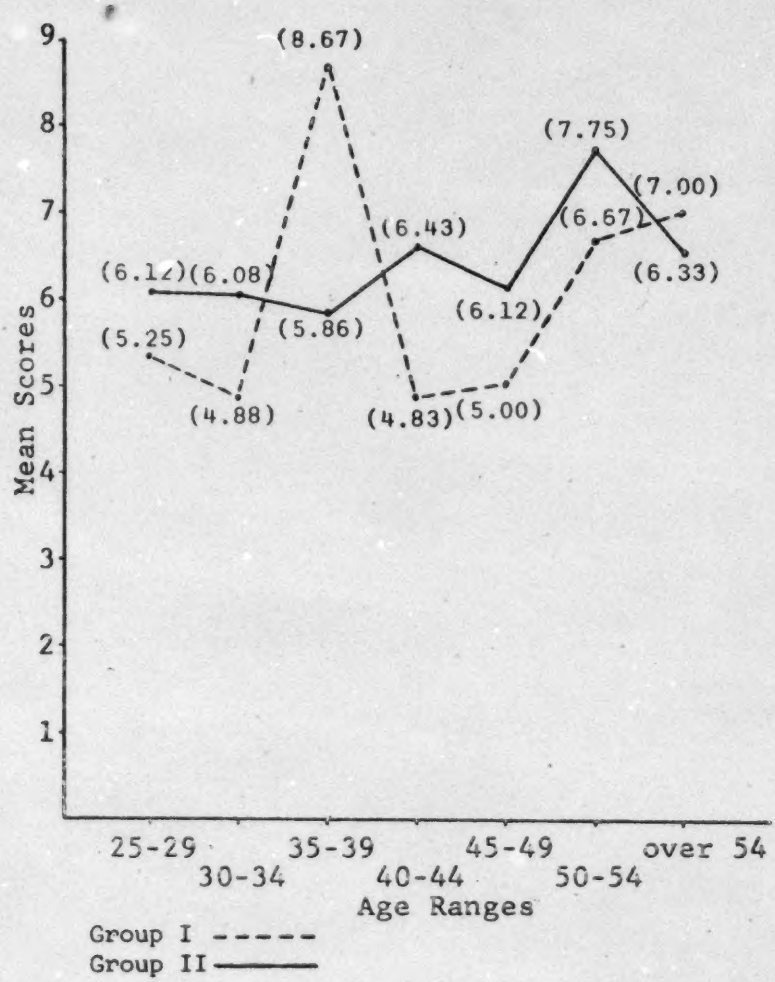
In conclusion, it is appropriate to recap the finding of this study. Some of the more noteable conclusions observed are:

The high success rated teachers were (1) more intelligent and abstract-thinking, (2) they were venturesome and socially bold, (3) more tender-minded and sensitive, (4) more experimenting, whereas the low success rated teachers were quite conservative and traditional, (5) more emotionally stable, more forthright and unpretentious, and (6) more self-sufficient and resourceful. Response means on the other factors in the study fell within the 4+ to 6+ national norm range.

Ask any director of adult education what kind of a teacher he wants on his staff and his first answer will probably be, "one

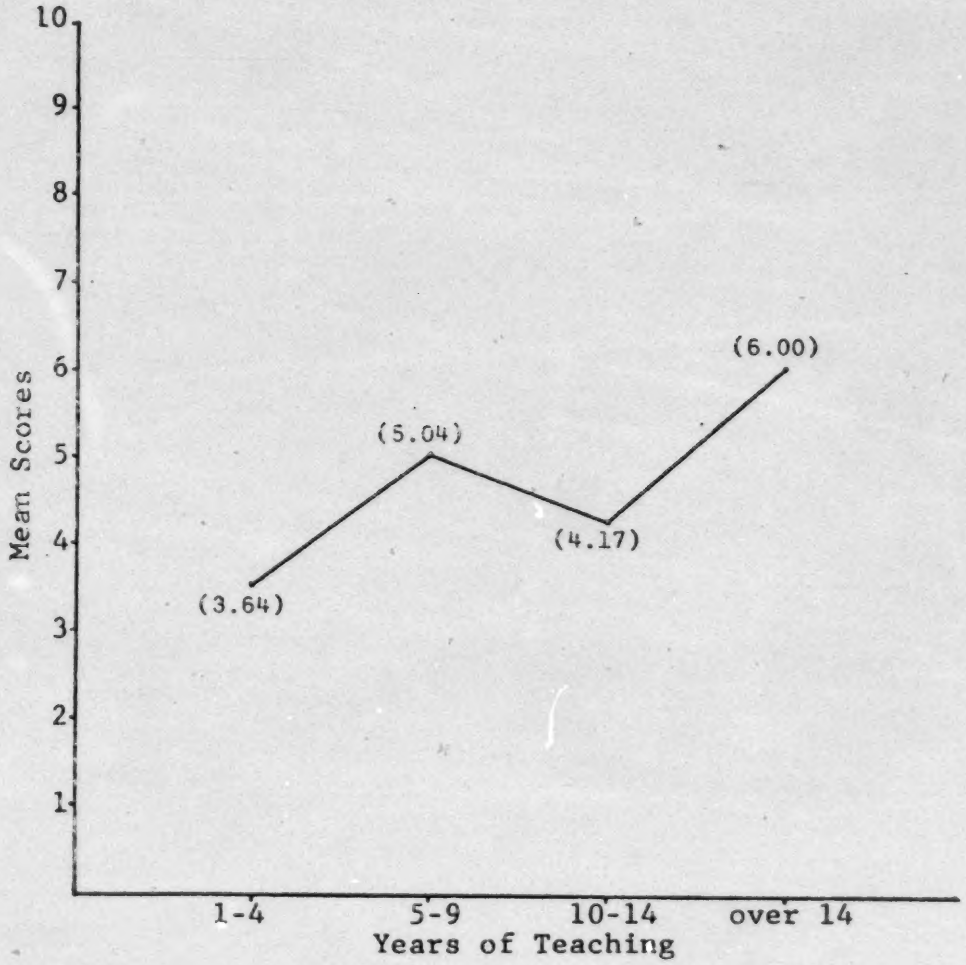
Graph 5

Significant MAD Two-Way Interaction Between Group and Age Range in Factor I (Tough-minded versus Tender-minded) on the Sixteen Personality Factor Test



Graph 6

Significant MAD Contrasts Between Years of Teaching Experience Variable in Factor Q_1 (Conservative versus Experimenting) on the Sixteen Personality Factor Test



who knows his subject and who will treat adults as adults." Most directors will agree that it is easier to find a teacher that knows his subject than one who relates well to adults.

Robert A. Luke, Director of Adult Education, N.E.A., stated the definition of good teaching can be defined as made up of three parts:

1. Knowledge of subject matter
2. Skills in teaching
3. Ability to effectively relate to adults as an interesting and adaptive individual (Luke, 1972)

As a director of adult education programs, the investigator of this research project feels strongly that more attention could and should be directed to the third part of this definition. To be able to relate to adults effectively is essential to the teaching-learning process. Identification of the personality characteristics of the high success rated teachers, found in this study, may serve as a guide for pre-testing potential faculty.

Results of these findings may also serve as a guide to approach in-service training for current faculty. Human relations workshops, guided counseling and similar experiences may serve as valuable helps to instructors who are experiencing difficulties relating to their learning groups. It is recognized that personality development can only be accomplished through the main stream of the total teaching experience. However, awareness of weaknesses and suggested measures for improvement can certainly serve as a starting point to an individual inventory for positive action.